PEACE BUILDING PROJECT

Primary Content Area: English I

Introduction
The purpose of the Peace Building Workshop is to provide freshmen the opportunity to teach about conflict resolution in ways that build young people’s capacity to grow, learn from their mistakes, and build better relationships. Before the elementary school workshop, freshmen students will have: identified the root causes of violence in our society and community (poverty, racism, isolation, etc.); learned the value of Restorative Justice and how this movement is transforming responses to conflict, discipline problems and crime in schools, communities and juvenile justice systems across the world; and developed knowledge and practice about alternative ways to deal with conflict through role playing and peace circles. After this three-week process, freshmen students will develop and facilitate a Peace Building Workshop for students in 5th-6th grades.

Project Goals

- Students will learn definitions of violence and its root causes
- Students will develop listening and speaking skills
- Students will develop problem solving skills and multiple ways to deal with conflict
- Students will build relationships with elementary school students and community organization

Procedure/Project Sequence

1. Teacher works with community organization to find feeder elementary school partnerships.
2. Teacher collaborates with all freshmen English teachers and community organization to create two-week curriculum, which includes reading and activities.
3. Teacher schedules dates to visit sixth-grade classes, one in Fall and one in Spring.
4. In the first semester, teacher and community organization leader provides in-class lessons and peace-building activities for students. Activities include:
   - Defining violence
   - The root causes of violence
   - How violence effects our daily lives
   - Bullying at school
   - Restorative Justice practices and creating solutions to violence, such as learning to be peaceful and peaceful conflict resolution
   - Participating in Peace Circles
   - Discussion and planning what high school students can pass on to elementary school students
5. Classes visit elementary school and provide workshop for elementary school students.
6. Elementary school provides feedback for next visit.
7. In the second semester, based on elementary school feedback, teacher and community organization leader provides second round of in-class lessons and peace-building activities for students.
8. Elementary school provides feedback so high school can improve following visit.
9. Through discussion and writing, classes evaluate trips and reflect on the experience and the impact it had on the elementary students.

Community Partner/Resources

Logan Square Neighborhood Association
2840 N. Milwaukee Avenue
Chicago, IL 60618

Mozart Elementary School
Conflict Resolution Activities -
http://www.americanhumanist.org/What_We_Do/Education_Center/HELP/6_Peace_and_Social_Justice/6.1_A/Conflict_Resolution_Lessons


Addendum

Standards
This project addresses the following Illinois Learning Standards for Language Arts and Social Emotional Standards.

Language Arts
1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.
1.B.4c Read age-appropriate materials with fluency.
1.C.4a Use questions and predictions to guide reading.

Social Emotional
1.A.4a. Analyze how thoughts and emotions affect decision-making and responsible behavior.
2.C.4a. Evaluate the effects of requesting support from and providing support to others.
2.D.4a. Analyze how listening and talking accurately help in resolving conflicts.
3.B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.

The suggested duration of this project is three weeks.